



SC Annual School
Report Card
Summary

Meadowfield Elementary
RICHLAND 1
Grades: PK-5 Enrollment: 628
Principal: Paula Stephens
Superintendent: Dr. Percy A. Mack
Board Chair: Aaron Bishop

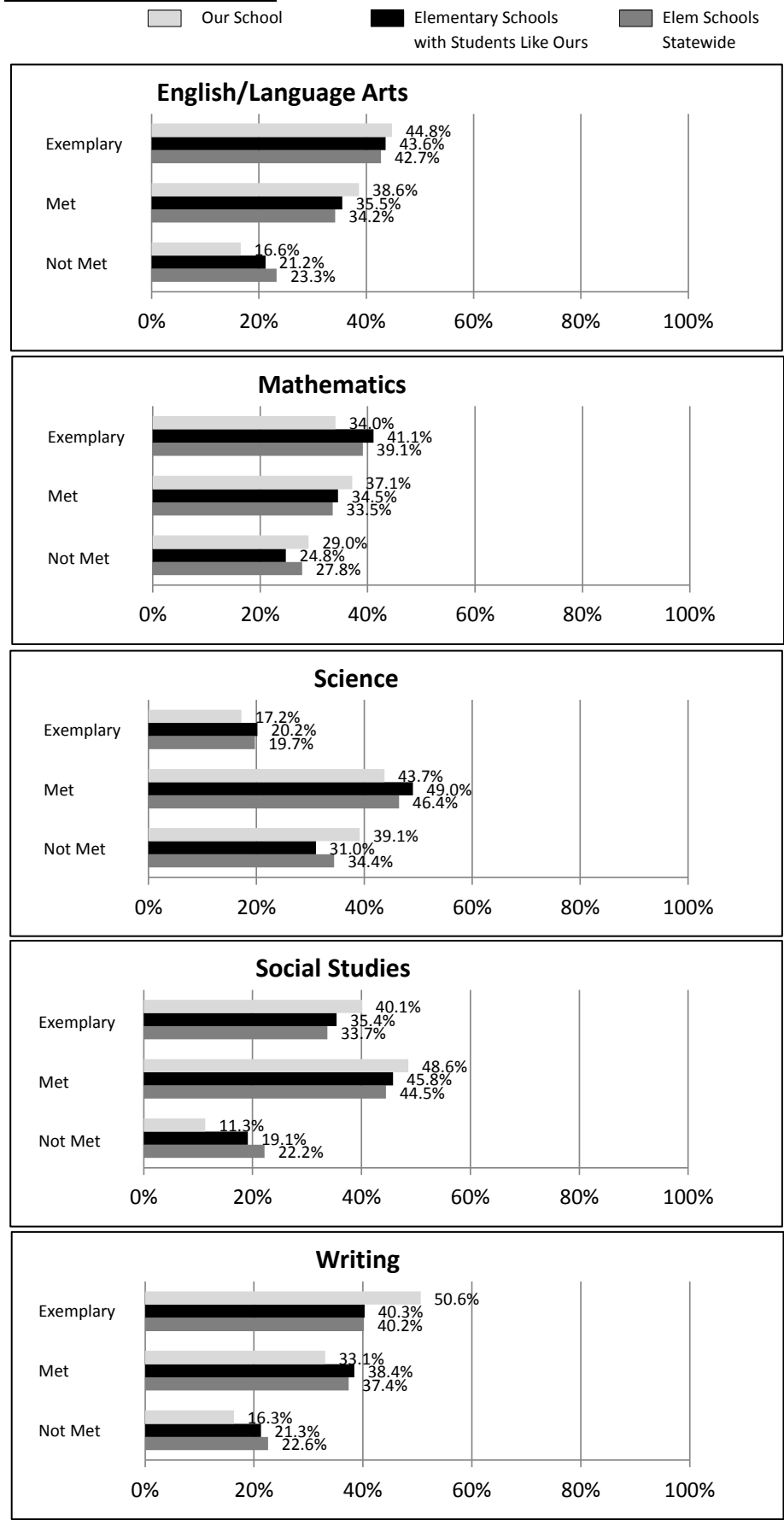
PERFORMANCE		Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.				
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Good	Average	TBD	TBD	B	N/A
2013	Good	Average	N/A	SILVER	B	N/A
2012	Average	Average	N/A	SILVER	B	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
31	54	36	2	1

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

Meadowfield Elementary
RICHLAND 1
SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 628)				
Retention rate	0.2%	Down from 1.2%	1.0%	1.0%
Attendance rate	96.0%	Down from 96.2%	96.4%	96.5%
Served by gifted and talented program	9.4%	Down from 9.6%	7.7%	7.3%
With disabilities	13.5%	Down from 15.3%	13.4%	12.5%
Older than usual for grade	1.9%	Up from 1.8%	2.1%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.2%	0.0%	0.0%
Teachers (n = 47)				
Teachers with advanced degrees	59.6%	Down from 64.4%	60.9%	62.3%
Continuing contract teachers	76.6%	Down from 80.0%	83.9%	81.2%
Teachers returning from previous year	89.4%	Down from 91.6%	89.7%	88.4%
Teacher attendance rate	95.3%	Down from 95.8%	95.4%	95.3%
Average teacher salary*	\$48,001	Down 1.2%	\$48,402	\$47,902
Classes not taught by highly qualified teachers	0.0%	No change	0.0%	0.0%
Professional development days/teacher	9.6 days	Up from 6.2 days	10.1 days	10.9 days
School				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 20.3 to 1	20.2 to 1	19.9 to 1
Prime instructional time	90.2%	Down from 91.3%	90.3%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	96.8%	Down from 98.6%	100.0%	100.0%
Character development program	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$8,470	Up 24.2%	\$7,459	\$7,680
Percent of expenditures for instruction**	76.7%	Down from 78.0%	67.5%	66.8%
Percent of expenditures for teacher salaries**	76.0%	No change	66.5%	66.0%
ESEA composite index score	81.3	Up from 80.6	88.8	85.7

* Length of contract = 185+ days.
**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	32	80	35
Percent satisfied with learning environment	96.9%	88.8%	94.3%
Percent satisfied with social and physical environment	96.9%	80.8%	88.2%
Percent satisfied with school-home relations	93.8%	87.6%	76.5%

*Only students at the highest elementary school grade level at this school and their parents were included.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Goals focused on raising the academic rigor and performance of each student, providing a school environment supportive of lifelong learning, and improving understanding and support of our Paideia Model School.

To promote progress in reading, teachers employed the Daily Five literacy structure and CAFÉ reading strategy system. The leveled literacy library and Accelerated Reader program provided individualized reading materials. School-wide writing improvement was realized through the utilization of the Empowering Writer’s curriculum. Students participated in the Blowfish and Lady Gamecocks Reading Contests. Students won the “Reading with the Lady Gamecocks” statewide reading competition. Science improvement was realized through the use of the investigative inquiry approach with FOSS curriculum.

The application of the Paideia learning model challenged students to think critically, reason, communicate, and take responsibility for learning. Students interacted with teachers, peers, parents and community resources through project based units of study. Students participated in monthly school-wide Paideia Socratic Seminars centered on character education. Content based Paideia Socratic Seminars accompanied all Paideia Coached Projects. At the end of each nine weeks, students shared their academic portfolios and explained their progress during student-led parent conferences.

Students received additional assistance in reading and math during designated school-wide intervention periods. Three intervention teachers, a teacher for small group tutoring, and the comprehensive after school remediation program, also provided identified students with additional academic assistance.

Professional development focused on Paideia training, Common Core reading, and conceptual math instruction. Lead teachers provided training and facilitated the professional learning communities approach to analyze student data and plan instruction. Through the Professional Development School partnership with the University of South Carolina (USC), our teachers, USC faculty, and our on-site USC liaison supervised the internship and practicum classes of future educators.

The PTO and SIC worked with school staff to support community relations and parental involvement. Parents and community members participated in various events: a “First Day Breakfast” for new parents, monthly Paideia Seminars and gallery walks, a book fair, prospective parent meetings, school concerts, a school dance, a spring carnival, a “Welcome to Kindergarten Day”, a bingo night, Career Day, and Field Day. Our students benefited from the assistance of many volunteers as well as from business, community, and faith-based partnerships. Our students represented and served the school through student activity programs including Safety Patrol, Student Council, Friendly Helpers, Recess Patrol, Book Buddies, Media Managers, Mustang Chorus, Art Club, Archery Club, and Milers Club.

Paula Stephens, Principal
Bill McLean, SIC Chairperson